

Library Services & Technology Act

FY 1998-99 - APPLICATION FORM

Organization/Institution: **Ogden City School District**
Project Title: **Improving Access To Library Services for Bilingual/Monolingual Early Childhood Students**
Project Director's Name: **Barbara Joy**
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Check Applicable Grant Category

For Public Libraries Only			
Basic Technology	Automation Grant		
Enhanced Integrated System	Planning Grant	Technology Grant	
Enhanced Internet Connectivity	Planning Grant	Technology Grant	
For All Libraries			
Community Electronic Network	Planning Grant	Technology Grant	
Partnerships & Cooperative Projects	Planning Grant	Implementation Grant	
Improved Access to Library Services	Planning Grant	Technology Grant	Customized Service Grant X

Check Funding Category

X Mini-Grant (to \$7,500) No Match required

Regular
(\$7,501-\$74,999) Match (25%)

Major (\$75,000 and up) Match (35%)

AMOUNT REQUESTED FOR THE TOTAL PROJECT:

Federal LSTA	\$7,500	
Match (if required)	\$	%
Total	\$7,500	

I. SUMMARY

PROJECT TITLE: Improving: -Access to Library **PROJECT DATES:** Dec. 1997-May 1998
Services for Bilingual/Monolingual Early Childhood Students

Summary of Project in 150 words or less:

The Ogden City School district established an Early Childhood Program to meet the needs of the developmentally delayed students residing within the district. The program is guided by the whole child philosophy and centers around providing early childhood students with a developmentally appropriate program.

The intent of this project is to provide supplementary library services and materials for this population that is underserved due to living in poverty, being developmentally delayed, having an ethnic/minority background, and learning English as their second language. Due to the unique situation of the early childhood students, access to appropriate library materials and services are difficult for these students. This project would make it possible for early childhood students to have access to more library materials in English and Spanish that will help them develop reading readiness skills, forging the pathway to literacy.

II. PROJECT DESCRIPTION

A. NEEDS STATEMENT

The value of providing comprehensive Early Childhood programs has been acknowledged in the National Education Goals. Goal One states that by the year 2000 "all children in America will start school ready and able to learn." Early intervention programs for children who are disadvantaged, at risk or disabled have been demonstrated to provide the best opportunities to increase later academic skill acquisition and social competence (Gomby, Lealrner, Stevenson, Lewit and Behrman).

Present educational programs within the State of Utah do not address early childhood programs, especially at-risk children's readiness before entering kindergarten. Only kindergarten is available to accelerate a student's developmental delay. Parents who are not functionally literate, particularly in reading and numeric reasoning, are unable to help their child develop the skills necessary to enter the educational system.

Eighty percent of all preschoolers and kindergarten children from families living within the Ogden Enterprise Community enter school three to eighteen months developmentally delayed. Seventy percent of first graders from the Enterprise Community return to school below grade level. Forty percent of students from the Enterprise Community come from families where the home language is other than English, and in thirty-five percent of the families, a minimum of one parent does not have high school completion or high school completion skills.

Studies indicate that how well a child achieves in school is largely determined by the child's family and preschool experiences. Literacy and numeric reasoning skills of the child's parents are critical to the child's language development and subsequent school performance. Consequently, the child from a non-literate or non-reading family enters school at a great disadvantage, which continues as parents become increasingly unable to assist the child with homework (Park, 1987).

The Ogden City School District is characterized as an inner-city district dealing with single parent families, a transient population, high ethnic minority populations, parents of low socioeconomic status,

and limited English proficient students.

In an early childhood program, the curriculum and materials available to the teachers and students play a major factor in the quality of the educational experience for the child. Special developmentally appropriate library materials are needed to provide these developmentally delayed students with the exposure to literature needed to gain reading readiness skills. Since the Early Childhood Program has been in operation for only a couple of months, materials for these students are limited. The amount of library materials Ogden City School District has provided has started the collection. There is still a gap for the developmentally delayed students who need materials selected with their distinctive literacy needs in mind. Additional funding would make it possible for this underserved population to enhance and build upon the collection of library materials that are selected with their distinctive literacy needs. Since a large majority of these students come from a home in which the parents are not literate, school is the only place where library materials are readily accessible.

B. PROJECT GOALS AND OBJECTIVES

Goals:

1. Early Childhood Students will have access to library materials and services at school that are developmentally appropriate.
2. Bilingual Early Childhood Students will be exposed to literature in their native language.
3. Early Childhood Students will have library materials that they can take home to share with their parents and family.

Objectives:

1. To increase early childhood students access to developmentally appropriate library materials in school by 100% by February 1998.
2. To provide 50% of the library materials in a format that bilingual students and their families can access and utilize effectively at school and at home.
3. All early childhood students in Ogden City School District's program will be able to take books home to share with their family which will foster literacy in the home.

C. PROGRAM/METHODS STATEMENT

To implement this project, key personnel will be brought together to collaborate and decide what supplementary library materials should be purchased for the early childhood program students to best serve their unique literacy needs. Individuals who would be invited to participate in the process areas follows: district library specialist, parent representation from the early childhood program, early childhood teachers and administrators, school librarians, district administrators, public children's librarian, bilingual district employee, and facilities operation manager.

D. PROJECT TIMETABLE

Below is a timetable for the implementation of the project:

December - Upon notification of acceptance of the grant, the committee, comprising of members listed above, would meet together to get acquainted and discuss how to set criteria and make literary selections for the early childhood students. Group members will be given the assignment to research various publications and search for quality early childhood library materials that would serve the bilingual as well as monolingual students in the early childhood program.

January - The group will meet back together and discuss the information that they've gained. Based on this information, certain experts in the field and/or representatives from publishing agencies will be invited to present potential library materials to the group.

February - Experts will present information to the group on literacy materials for the early childhood students. The group will use the predetermined criteria listed in a rubric form to evaluate the various

literary materials available for early childhood and bilingual students.

March - Recommendations on what literacy materials to purchase will be made from the committee. The project director will then purchase materials and arrange for them to be placed in the early childhood center.

April - The Early Childhood Program will host an Open House for parents to view the collection. Parents will also receive instruction on how they can use the literacy materials at home to help their child. Data will be collected for the evaluation section of the grant.

May - Ongoing data will be collected. Teachers will continue to highlight the materials by spotlighting various areas or authors included in the collection.

June - Final report will be compiled and submitted.

December - June - Reports will be submitted when requested by the LTSA Committee.

The budget will help supplement the ongoing efforts of the Ogden City School District to acquire developmentally appropriate literacy materials for the early childhood bilingual and monolingual students. The entire budget would be spent in acquiring literacy materials for these students.

The literacy collection for the early childhood students will be publicized in several manners. First, the Ogden School District will announce the funding source and information about the Early Childhood Literacy Collection in its district's publications. Second, an Open House will be held to show off the new literary collection. Third, the local press will be invited to come preview the collection as well as attend the Open House. Fourth, regular elementary schools can refer parents to the Early Childhood Program if their child is in need of help. Fifth, Weber State University's Even Start program will provide information to their students, who are parents studying to obtain their GED, about the literacy materials available to help them with their students. Sixth, the Weber County Public Library will be notified and given a flyer which will explain the unique library materials and services offered for monolingual and bilingual early childhood students. They can request books for patrons through an inter-library loan procedure.

E. EVALUATION STATEMENT

a) This project will make an enormous difference to the target population of the project by providing them with hands on literacy materials to explore and use at school as well as home. Reading readiness skills will be developed and fine tuned, blazing the pathway to literacy. The effect on the target population will spread out into other parts of the community. Parents will become more involved in their child's education.

b) Objective one will be measured by the percent increase in the amount of developmentally appropriate literacy materials that are available for early childhood students and their families to use on a consistent basis.

Objective two will be measured by stating in a percent value the proportion of bilingual materials versus traditional materials for English speaking students.

Objective three will be measured by the amount of times the library literacy materials circulate between home and school.

This project will be evaluated using a variety of measures and sources of information. Data will be collected and compiled by the designated grant team as defined previously, as well as all of the early childhood teachers. The first evaluation will be to measure in percentage the increase in literacy materials available to the early childhood students. A second percent measurement will be included to determine the increase of materials for bilingual students and to ensure that fifty percent of the literacy materials purchased will be purchased in a bilingual format. The last data will be kept to determine if there is an increase in the literacy materials that students are allowed to take home with them and the

number of times students took books home to share with their families.

A team of individuals will evaluate the program to determine the success or failure of the project. Team members will include the following: district's library curriculum specialist (holds library media certification), district administrator, administrative intern, early childhood teachers, and bilingual teachers.

The most effective activities will be determined by the data collected as well as anecdotal accounts recorded by teachers. Anecdotal accounts will be a valuable source to determine which literacy activities the students and parents enjoyed the most as well as the activities that proved to be the most beneficial to promote literacy.

F. COMMUNITY SUPPORT STATEMENT

The Ogden Early Childhood Education Project was developed through a collaborative effort of parents, the Ogden City School district, Weber State University, the Utah State Office of Education, Ogden City Corporation, Standard Examiner Literacy Project, and the Weber County School District.

The planning for this project began in the Spring of 1997. Phase I of the project was completed in the Fall of 1997. Phase II, expanding the services provided to the students as well as increasing the student population, is still in the planning stage pending more funding. This grant would contribute to this phase of the project by providing more literacy materials for the patrons of the Early Childhood Program. Materials would also be available on an inter-library loan basis for the rest of the libraries in Ogden City School District as well as school libraries in surrounding school districts, and the Weber County Library.

G. FUTURE FUNDING STATEMENT

Future funding to provide literacy services to early childhood students in the Ogden City Early Childhood Education Program and the surrounding community will be obtained through a variety of sources. The Ogden City School Foundation, Title I funding, high impact school monies, bilingual education monies, Title VI, basic budget, and enterprise community grant monies are some of the potential sources of future funding for this project.

III. PROPOSED PROJECT BUDGET

Please provide information where applicable and divide your proposed budget into the following categories. Be specific and be certain of items for expenditure of funds. (Revisions are possible and require submitting formal paperwork and State Library Division approval. If a revision is necessary, remember that your application for LSTA funds was successful because of the needs identified in this application and proposed budget. Revisions require an indication of why the change is desired, why other funds can't be used, and specific revised amounts.)

<u>Category</u>	<u>LSTA Funds</u>	<u>Local Funds</u>	<u>Other*</u>	<u>Total Funds</u>
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A. Personnel

Expenses:Salaries and
WagesEmployee
Benefits

SUBTOTAL

**B. Operating
Expenses:**

Travel

Training

Materials/Supplies

Contracted
Services

Other

SUBTOTAL

**C. Equipment &
Capital Outlay
Expenses:**Computer
Hardware -
installed in Phase
IComputer
Software -
Waterford
Software -
installed in Phase
I

Other

SUBTOTAL

**D. Other, Specify
below**(Books, &
Instructional
Materials

SUBTOTAL

**E. Percentage of
Matching funds:**

SUBTOTAL

TOTALS

*Source of funds in this category include donations, Friends fund raising, private sector grants. Do not include "in kind" donations. (See *Handbook* for general information and guidelines.)

IV. DETAILS: PROPOSED PROJECT BUDGET DESCRIPTION

A. PERSONNEL EXPENSES:

B. OPERATING EXPENSES:

C. EQUIPMENT/CAPITAL OUTLAY:

Funding will be used to purchase additional software to increase and enhance the access for monolingual and bilingual early childhood students. Software will be purchased that promotes literacy and meets the unique needs of the developmentally delayed early childhood students.

D. OTHER EXPENSES: (Please specify)

Other expenses will include the purchase of library books and instructional materials. A variety of library books will be purchased that will enhance the educational experience and provide access to literacy materials for the early childhood students as well as their families. These library books will also be available for use by other schools in the district, other districts, Even Start participants, and patrons of the Weber County Library.